

***U.S. Department of Education***  
***2009 No Child Left Behind - Blue Ribbon Schools Program***

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Type of School: (Check all that apply) ☐ Elementary ☐ Middle ☐ High ☐ K-12 ☒ (Pre-K - 8)  
☐ Charter ☐ Title I ☐ Magnet ☐ Choice

Name of Principal: Dr. Kathleen Kiley

Official School Name: St. Andrew Catholic School

School Mailing Address:  
877 North Hastings Street  
Orlando, FL 32808-7005

County: Orange State School Code Number\*: 1549

Telephone: (407) 295-4230 Fax: (407) 290-0959

Web site/URL: http://standrewcatholicschool.org E-mail: KKiley@standrewcatholicschool.org

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I - Eligibility Certification), and certify that to the best of my knowledge all information is accurate.

\_\_\_\_\_  
(Principal's Signature) Date \_\_\_\_\_

Name of Superintendent\*: Dr. Nicholas Wolsonovich

District Name: Diocese of Orlando Tel: (407) 246-4900

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I - Eligibility Certification), and certify that to the best of my knowledge it is accurate.

\_\_\_\_\_  
(Superintendent's Signature) Date \_\_\_\_\_

Name of School Board President/Chairperson: Mr. Jeffrey Thomas

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I - Eligibility Certification), and certify that to the best of my knowledge it is accurate.

\_\_\_\_\_  
(School Board President's/Chairperson's Signature) Date \_\_\_\_\_

*\*Private Schools: If the information requested is not applicable, write N/A in the space.*

Original signed cover sheet only should be mailed by expedited mail or a courier mail service (such as USPS Express Mail, FedEx or UPS) to Aba Kumi, Director, NCLB-Blue Ribbon Schools Program, Office of Communications and Outreach, US Department of Education, 400 Maryland Ave., SW, Room 5E103, Washington, DC 20202-8173.

## PART I - ELIGIBILITY CERTIFICATION

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The signatures on the first page of this application certify that each of the statements below concerning the school's eligibility and compliance with U.S. Department of Education, Office for Civil Rights (OCR) requirements is true and correct.

1. The school has some configuration that includes one or more of grades K-12. (Schools on the same campus with one principal, even K-12 schools, must apply as an entire school.)
2. The school has made adequate yearly progress each year for the past two years and has not been identified by the state as "persistently dangerous" within the last two years.
3. To meet final eligibility, the school must meet the state's Adequate Yearly Progress (AYP) requirement in the 2008-2009 school year. AYP must be certified by the state and all appeals resolved at least two weeks before the awards ceremony for the school to receive the award.
4. If the school includes grades 7 or higher, the school must have foreign language as a part of its curriculum and a significant number of students in grades 7 and higher must take the course.
5. The school has been in existence for five full years, that is, from at least September 2003.
6. The nominated school has not received the No Child Left Behind – Blue Ribbon Schools award in the past five years, 2004, 2005, 2006, 2007, or 2008.
7. The nominated school or district is not refusing OCR access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
8. OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if OCR has accepted a corrective action plan from the district to remedy the violation.
9. The U.S. Department of Justice does not have a pending suit alleging that the nominated school or the school district as a whole has violated one or more of the civil rights statutes or the Constitution's equal protection clause.
10. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

## PART II - DEMOGRAPHIC DATA

**All data are the most recent year available.**

**DISTRICT** (Questions 1-2 not applicable to private schools)

Does not apply to private schools

**SCHOOL** (To be completed by all schools)

3. Category that best describes the area where the school is located:

- ☐ Urban or large central city
- ☒ Suburban school with characteristics typical of an urban area
- ☐ Suburban
- ☐ Small city or town in a rural area
- ☐ Rural

4.   2   Number of years the principal has been in her/his position at this school.

  5   If fewer than three years, how long was the previous principal at this school?

5. Number of students as of October 1 enrolled at each grade level or its equivalent in applying school only:

Grade	# of Males	# of Females	Grade Total	Grade	# of Males	# of Females	Grade Total
PreK	9	11	20	7	18	22	40
K	22	27	49	8	22	29	51
1	11	20	31	9			0
2	19	14	33	10			0
3	14	19	33	11			0
4	16	16	32	12			0
5	16	17	33	Other			0
6	13	17	30				
TOTAL STUDENTS IN THE APPLYING SCHOOL							352

6. Racial/ethnic composition of the school:

1 % American Indian or Alaska Native
9 % Asian
27 % Black or African American
26 % Hispanic or Latino
0 % Native Hawaiian or Other Pacific Islander
28 % White
9 % Two or more races
<b>100 % Total</b>

Only the seven standard categories should be used in reporting the racial/ethnic composition of your school. The final Guidance on Maintaining, Collecting, and Reporting Racial and Ethnic data to the U.S. Department of Education published in the October 19, 2007 *Federal Register* provides definitions for each of the seven categories.

7. Student turnover, or mobility rate, during the past year: 7 %

This rate is calculated using the grid below. The answer to (6) is the mobility rate.

(1)	Number of students who transferred <i>to</i> the school after October 1 until the end of the year.	6
(2)	Number of students who transferred <i>from</i> the school after October 1 until the end of the year.	19
(3)	Total of all transferred students [sum of rows (1) and (2)].	25
(4)	Total number of students in the school as of October 1.	339
(5)	Total transferred students in row (3) divided by total students in row (4).	0.074
(6)	Amount in row (5) multiplied by 100.	7.375

8. Limited English proficient students in the school: 2 %

Total number limited English proficient 8

Number of languages represented: 4

Specify languages:

Spanish, Vietnamese, Portuguese, and Thai

9. Students eligible for free/reduced-priced meals: 32 %

Total number students who qualify: 113

If this method does not produce an accurate estimate of the percentage of students from low-income families, or the school does not participate in the free and reduced-price school meals program, specify a more accurate estimate, tell why the school chose it, and explain how it arrived at this estimate.

St. Andrew Catholic School does not participate in the federally supported lunch program. The percentage of students from low-income families is calculated by the number of students that receive Florida's Children First Scholarship, parish financial aide of at least 50% of the tuition calculated by FACTS Grant Aid Assessment Service, and income based 4C FL State scholarships.

10. Students receiving special education services: 6 %

Total Number of Students Served: 22

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act. Do not add additional categories.

<u>0</u> Autism	<u>0</u> Orthopedic Impairment
<u>0</u> Deafness	<u>0</u> Other Health Impaired
<u>0</u> Deaf-Blindness	<u>8</u> Specific Learning Disability
<u>0</u> Emotional Disturbance	<u>11</u> Speech or Language Impairment
<u>0</u> Hearing Impairment	<u>0</u> Traumatic Brain Injury
<u>0</u> Mental Retardation	<u>0</u> Visual Impairment Including Blindness
<u>1</u> Multiple Disabilities	<u>2</u> Developmentally Delayed

11. Indicate number of full-time and part-time staff members in each of the categories below:

	Number of Staff	
	<u>Full-Time</u>	<u>Part-Time</u>
Administrator(s)	<u>2</u>	<u>0</u>
Classroom teachers	<u>16</u>	<u>1</u>
Special resource teachers/specialists	<u>1</u>	<u>2</u>
Paraprofessionals	<u>0</u>	<u>8</u>
Support staff	<u>4</u>	<u>6</u>
Total number	<u>23</u>	<u>17</u>

12. Average school student-classroom teacher ratio, that is, the number of students in the school divided by the Full Time Equivalent of classroom teachers, e.g., 22:1 21 :1

13. Show the attendance patterns of teachers and students as a percentage. Only middle and high schools need to supply dropout rates. Briefly explain in the Notes section any attendance rates under 95%, teacher turnover rates over 12%, or student dropout rates over 5%.

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Daily student attendance	96%	96%	96%	96%	96%
Daily teacher attendance	98%	98%	98%	99%	99%
Teacher turnover rate	19%	33%	16%	16%	16%
Student dropout rate	0%	0%	0%	0%	0%

Please provide all explanations below.

Declining enrollment has affected the number of classroom teachers from being 18 in 2005-2006 to 16 in 2006-2007. For years other than 2006-2007, the teacher turnover average is three per year. Reasons include teachers transferring to other schools, moving away, and entering retirement.

14. For schools ending in grade 12 (high schools).

Show what the students who graduated in Spring 2008 are doing as of the Fall 2008.

Graduating class size	<u>0</u>	
Enrolled in a 4-year college or university	<u>0</u>	%
Enrolled in a community college	<u>0</u>	%
Enrolled in vocational training	<u>0</u>	%
Found employment	<u>0</u>	%
Military service	<u>0</u>	%
Other (travel, staying home, etc.)	<u>0</u>	%
Unknown	<u>0</u>	%
<b>Total</b>	<u><b>100</b></u>	%

## PART III - SUMMARY

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St. Andrew Catholic School is located in the Pine Hills community in the western region of Orlando, FL. The St. Andrew Parish began in 1956, and the school opened in 1961. St. Andrew School and Parish have been a solid foundation for the community for over fifty years by providing those in need with food distribution, financial and medical assistance, spiritual guidance, a Catholic education, and many other needed services. St. Andrew opens its doors to children entering pre-kindergarten at four years old and continues their education through the eighth grade.

Pine Hills is an area that has dramatically changed over the past twenty years. The local community has seen a large increase in families living at or below the poverty line. In addition, an increase in violent crime has taken a toll on the image of Pine Hills. Marketing for the school has proven to be a formidable challenge given the physical surroundings and the negative perception of the area. Enrollment has seen a sharp decline in recent years from 600 students to below 300 as recent as the 2006 – 2007 school year. However, St. Andrew Catholic School was founded to serve the needs of the families in Pine Hills, and despite the many challenges, it has continued to succeed and thrive in educating the many young people that pass through the halls.

Enrollment at St. Andrew is now up to 352, and several classes are at capacity. The campus includes three buildings consisting of seventeen classrooms, a lab with 35 computers and a projector, a cafeteria, and a gym equipped with a fully-functioning stage. Students have the opportunity to broadcast live announcements from the school library each morning. Each school day begins with a gathering of parents and students for prayer and to honor our country.

The mission of the school is centered on the belief that all students are valued and contributing members of society. The school community is committed to giving each child the opportunity to develop spiritually, academically, socially, and emotionally, in a faith-filled, Catholic, culturally diverse, caring, and safe environment. It is through this commitment that all members of this school community strive to provide as many student resources as possible to fulfill the St. Andrew Mission Statement and to the pledge that no child will be left behind.

St. Andrew is proud to celebrate true diversity among its student population. All students have an equal opportunity for success at St. Andrew regardless of ethnicity, faith, or socio-economic background. At 28% white, 27% black, and 26% Hispanic, as well as, 38% of the students from disadvantaged backgrounds, it would be a challenge to find a more diverse group of Catholic School students anywhere. In addition, the St. Andrew student body includes 13% non-Catholic children being taught at the school.

The spiritual development of the child begins at the pre-kindergarten and kindergarten level and continues through graduation. The religion curriculum reaches far beyond the structured classrooms and permeates itself in all aspects of the school. Children learn that growing spiritually must include an unyielding service to one another both at the school and beyond. In the Kris Kinder Program, each class is partnered with another within the school to work on local projects, celebrations, and educational programs. Led by the eighth grade and kindergarten classes, Kris Kinders have the opportunity to learn much from one another.

A strong tradition of service that reaches beyond the walls of St. Andrew is the Christ Mighty Givers program. This year-long service project includes each class adopting a nonprofit organization to support. Children make a commitment to raise money, collect needed items, write letters, and visit or invite representatives to come to the school in order to show a willingness to learn about and support a community organization. In the spring of 2008, the students of St. Andrew raised over \$4,000 for Food for the Poor to

build two houses in Haiti for needy families. Several middle school students also had an opportunity to travel to Tallahassee to lobby for a healthcare program for children.

St. Andrew is accredited by the Florida Catholic Conference and is a member of the National Catholic Education Association. All current classroom teachers and administrators possess a teaching certificate from the State of Florida, Department of Education. Academically, our students are consistently above the national norms for standardized testing, and students have gone on to receive many accolades individually. Several middle school students are eligible for the Duke University Talent Identification Program each year. Graduates from St. Andrew are consistently accepted into a wide variety of local magnet programs at the high school level.

Throughout the years, a constant strength at St. Andrew Catholic School has been the dedicated staff striving to deliver a developmentally appropriate education for students in pre-kindergarten through eighth grade. This great school is committed to high standards of quality education while providing students with a clean, safe, and well-equipped environment.

St. Andrew Catholic School, where students are soaring academically and spiritually!



## PART IV - INDICATORS OF ACADEMIC SUCCESS

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### 1. Assessment Results:

Students in second through eighth grade at St. Andrew Catholic School take the Iowa Test of Basic Skills (ITBS), published by the Riverside Publishing Company. The purpose of the test is to identify a student's relative strength and weakness in subject areas, to monitor year-to-year the basic skills, and to describe each student's developmental level within each content area. The test results are used to assess the school's instructional progress and to determine which areas of the curriculum may need to be analyzed within the school.

The ITBS is a norm-referenced test battery. Norms are a distribution of scores arrived at by testing a group of students under the same conditions as those who will take the test. The group of students used to develop the norms is a control group. These "norms" could then be used as a control group for comparison of other scores. Comparing a student's test score to these norms yields the student's rank nationally. The student norms for the ITBS were published in 2000. Using norms allow students to be compared to other students at the school. In addition, schools may be compared to other schools in the Diocese of Orlando and to schools across the nation. The ability to see where the school, or an individual student, ranks is helpful in improving instruction and identifying strengths and weaknesses.

Scores are reported in national student norms. The highest grade at St. Andrew to take the test is the eighth grade. If the national student norm scores are 77 for reading and 72 for math, or higher, then the school is in the top 10% of all schools in the nation. In 2007, St. Andrew scored in the top 10% of schools in the nation with the scores in eighth grade in both reading, 77, and in math, 78. The high scores indicate that the test results for St. Andrew compare well to the national student norms. These results prove that St. Andrew is worthy of being recognized as one of the top 10% of schools in the nation. It also confirms that St. Andrew is a school with high academic standards and exceptional student achievement. Reading, language arts, science and math are all very strong academic areas in the school.

In the last five testing cycles, the math and reading scores for seventh and eighth grade have remained high, scoring consistently between the 67th and 80th percentile in reading. In math the same classes scored between the 64th and 78th percentile with one exception; during the 2003 – 2004 testing year, the seventh grade scored in the 61st percentile. Fortunately, in the following year, the same class improved to the 65th percentile. A cause for concern includes the sixth grade (class of 2010) scores dropping to a percentile low of 58 in reading and 55 in math for the 2007 – 2008 school year. This is attributed to twelve, or 28%, of the students in the sixth grade being new to St. Andrew. This class also had an increase of nine low-income students coming from other schools. During the 2003 – 2004 school year the same class of 2010 scored in the 47th percentile in math and the 55th in reading on the second grade ITBS test. However, steady gains were documented for the next three testing cycles scoring highs of 67 in math and 70 in reading before the drop in 2007 – 2008.

### 2. Using Assessment Results:

Years of data from the ITBS testing are reviewed with the goal of enhancing areas that are already strong, as well as, improving possible weaknesses. This information is designed to be utilized by informing parents and students of the student's growth from grade to grade. Teachers also use the information to support instructional decision making regarding the curriculum in their classroom and to follow the progress of students as they move through the grades.

ITBS scores are reviewed as a faculty to develop goals to improve student learning. These goals are discussed, time-frames constructed, and interventions begun to improve student achievement. Faculty and staff then review these goals each fall and make adjustments as needed to the objectives, time-frames, and intervention strategies.

In addition to these goals, the teachers meet on a regular basis, in both large group and in teams, to address the overall needs of the students. Special effort has been made over the past several years to coordinate the curriculum both vertically and horizontally. This has been accomplished through team planning where current and future content is discussed and analyzed. Teachers' curriculum maps provide additional data to assist in planning. This allows for the curriculum to spiral without major content areas being missed or unnecessarily repeated. The result has been an increase in valuable academic time and a formation of a strong curriculum to promote student success.

### **3. Communicating Assessment Results:**

St. Andrew Catholic School communicates its students' performance with the community in multiple ways. Each year begins with an open house to give students, parents, and their families a chance to make a first impression of the school. This is followed by an orientation night, when parents are welcome to meet the teachers and hear about academic expectations, curriculum, and general information about the school and its past success regarding standardized test scores.

Formal testing is completed each October with the results communicated in January. Parents receive information about the test and a written explanation of the results with the second quarter report card. Each classroom teacher is responsible for reviewing every student's score and addressing the individual's learning needs. Scores are also reviewed by the faculty and are used for strategic planning of the curriculum. Parents are also invited to a spring open house where comparison results are displayed showing results among grade levels, schools within the Diocese of Orlando, and schools in Florida. Both positive and negative trends are shared followed by a question and answer session.

Throughout the year, communication of the students' results and/or changes to the curriculum or teaching strategies as a result of analyzing the testing results are provided with through weekly newsletters from the administration, classroom notifications, information placed weekly in the St. Andrew Church bulletin, and mass E-mails to the school's families. The school uses EDLINE to communicate on-line information regarding student achievement. Individual communications also include parent-teacher conferences that are scheduled and held consistently throughout the year. Notes to parents regarding student performance may be written in the student's planner to and from the teachers and parents. All faculty members also have their E-mail addresses posted on the school's website. Additionally, the school's guidance counselor frequently meets with parents and/or students to assist in the interpretation of the ITBS scores.

### **4. Sharing Success:**

St. Andrew is proud of its continued success despite the major challenges many of its teachers and families face on a daily basis. Students consistently improve their scores as they move through the grade levels. New students are quickly and smoothly assimilated into the academic culture of the school through the structured and caring environment provided by the St. Andrew community. This model is a special one that is shared with schools facing the similar challenges that have been conquered by St. Andrew. The school remains a constant participant in the Pine Hills Press and West Orange Times newspapers by submitting school updates and successes throughout the year.

In the fall of 2008, administrators from St. Andrew assisted in developing a diocesan-wide presentation on how the school used data from their teachers' curriculum maps to show the correlation between teacher instruction and student performance in math computation on the ITBS. A large discrepancy was noted between when important concepts in math computation of fractions and decimals were adequately taught and at which grade level those same computation skills were assessed. This provided valuable information to all of the schools in the Diocese of Orlando to take back and use.

The future undoubtedly includes a continuation of St. Andrew's documented successes in educating the child, participating in vital community building activities, and the school being a pillar of hope for the Pine Hills Community of Orlando, FL. The honor of being awarded the Blue Ribbon would only strengthen the drive for this school to represent the fundamentals of excellence set forth in the No Child Left Behind Act.

## PART V - CURRICULUM AND INSTRUCTION

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### 1. Curriculum:

The school curriculum for St. Andrew follows the academic expectations set forth in the Diocese of Orlando Curriculum Standards which are based on the Florida Sunshine State Standards for Math, Language Arts, Science, Social Studies, and Physical Education. Religion classes follow the content specifications defined by the National Catholic Educational Association's (NCEA) Assessment of Catechesis/ Religious Education (ACRE). Special areas of the curriculum include library, Spanish, music, and art. These areas offer developmentally appropriate instruction in creative formats that allow for student expression and creativity.

The mathematics program at St. Andrew includes instructional practices that begin students' understanding of numbers in a concrete format as teachers build them toward an ability to manipulate information in an abstract arrangement. Concepts taught at the early levels include measurement, basic operations, money, and geometric and spatial sense. Lessons are taught with a combination of manipulative materials, worksheets, calculators, audio lessons, and computers to accommodate all learning modalities. Intermediate mathematical concepts include developing an understanding of fractions, decimals, and percents. Advanced levels of math focus on rational numbers, equations and inequalities, exponents and polynomials, factoring, linear equations, radical expressions, and quadratic functions. Students in grades six through eight are ability grouped. Local high schools in the Greater Orlando area acknowledge St. Andrew graduates' completion of Algebra I and place freshman into higher math courses.

The Language Arts program at St. Andrew is designed to develop the student's ability to use reading, writing, listening, viewing, and speaking processes effectively. Teachers use a variety of literary genres including poetry, plays, oral traditions, and both fiction and nonfiction novels. Grammar lessons center around correct usage and structure for oral and written communication. St. Andrew is an annual participant in the National Spelling Bee.

Science lessons at St. Andrew include record keeping of observations and the utilization of several developmental skills while exploring the scientific process. The curriculum includes units on earth, physical, human, and life science. Science standards focus on the process of the scientific method through class lab activities and student projects.

The Social Studies curriculum allows students to learn about diverse customs and traditions. This includes Florida history, world geography, world history, and American history. Lessons revolve around making connections from the past to prepare for the future. Instruction focuses on developing skills including the study of, economics, geography, civics, and culture. St. Andrew participates in the National Geography Bee each year and operates a student government.

The Physical Education program promotes the students' understanding of proper body mechanics, health and sportsmanship, and overall wellness. Students are provided with opportunities to participate in both competitive and non-competitive sports that promote team concepts and sportsmanship. Students in grades three through eight participate in the President's Challenge Physical Activity and Fitness Awards Program to promote health and fitness.

The religion curriculum is based on the Catechism of the Catholic Church. The program promotes Catholic faith literacy while providing for practice with community service activities. Each class adopts a service organization to support throughout the year. The fifth and eighth grades complete the ACRE test each year to document progress. Additionally, religious concepts resonate through all instructional programs and content areas.

All students pre-kindergarten through eighth grade participate in Spanish instruction for the entire school year. Pre-kindergarten through second grade participate in Spanish instruction for thirty minutes a week, while third through eighth grade enjoy fifty minutes per week. Spanish is taught with an initial emphasis on basic vocabulary development in the early childhood and intermediate grades. Advanced levels focus on verb conjugation, conversational language, and Spanish writing that lead towards story creation and culture analysis.

Students at St. Andrew are exposed to many different types of musical concepts including the structure and use of music, different instruments and their sounds, history of music, and the different musical styles. Students also develop their singing voices while learning how to sing simple harmonies. School plays offer students the opportunity to display their talents on stage. A Visual Arts program offers students hands-on techniques to create popular basic forms of art from cave-drawings to the modern art concepts of today. Middle school students study art history to learn about cultural trends and historical events that have influenced modern art.

## **2a. (Elementary Schools) Reading:**

The goal for the reading curriculum at St. Andrew Catholic School is to provide each child with opportunity to develop age appropriate fluency. The current program was chosen because it provides teachers and students with instruction and practice in developing skills for decoding, phonemic awareness, and comprehension. These skills are repeatedly reinforced throughout the early grades and have been proven indicators for developing proficient readers. Young readers are introduced to an explicit, systematic phonics instruction that includes word blending and word building. Assessment for pre-kindergarten through first grade includes Dolch Sight Word recognition checklists and the Dynamic Indicators of Basic Early Literacy Skills (DIBELS) test.

Advanced readers focus on vocabulary and text comprehension development across multiple areas of the school curriculum. Special attention is provided for understanding organizational structure including compare and contrast, cause and effect, and main idea identification. Teachers implement strategies to improve student performance including large group instruction, small ability grouped instruction, individual silent reading, listening, and reading aloud.

The reading program at St. Andrew places an emphasis on reading comprehension throughout the school year. Students in second grade through eighth grade participate in the Accelerated Reader Program that assess each child individually and assigns individual reading goals for each term. Students earn points by completing an Internet based quiz upon completion of their book. Points are based on the level of the book and the pretest score of the student. The Accelerated Reader Program has contributed to an increase in student motivation by reinforcing student effort. The students at St. Andrew consistently score at or above 80% accuracy on the book quizzes, and over 90% of the students reach their point goal each term.

Middle school students devote time each day to independent reading during their Reading Strategies class. Pre-reading strategies including survey, question, read, recite, and review (SQ3R) are taught to increase word knowledge, fluency, and comprehension. Combining materials such as textbooks, library books, magazines, newspapers, and web sites exposes the reader to a wide variety of print media. Student reading progress is measured using the STAR component of the Accelerated Reading Program.

## **2b. (Secondary Schools) English:**

### **3. Additional Curriculum Area:**

The science curriculum at St. Andrew provides students with the ability to contribute to society by solving problems through the application of creatively produced solutions based on scientific methods and theory. The school is equipped with a fully outfitted science lab that includes five networked student computers, an interactive whiteboard, projector, two teacher's computers, microscopes, four sinks, hot plate burners, and an assortment of other science manipulatives. Science classes offer students highly engaged opportunities for academic, social, and emotional growth consistent with the school's mission statement.

Throughout the science curriculum, students are highly engaged in instruction based on high academic standards. Graduates from eighth grade at St. Andrew prove competent in the FL Standards provided for grades nine through twelve. These essential skills include the ability to differentiate between physical and chemical properties and changes of matter, the exploration of the scientific theory of atoms, and the analysis of an object's position, velocity, and acceleration, among others. Over the last three years, middle school students have shown an average increase of eleven percentile points on the science portion of the ITBS.

Science classes are formatted for small group cooperative learning activities to develop the students' ability to enhance social skills necessary to achieving team oriented goals. The lab is outfitted with large tables for five to six students as opposed to student desks. Students must work together to hypothesize, design, test, collect data, and draw conclusions from the activities. Students individually keep lab manuals, but must collaborate with one another to check for accuracy and presentation.

The scientific process has allowed students with the opportunity to gain knowledge regardless of personal shortcomings or differentiated learning styles. Students often learn more from mistakes made in an activity by understanding that the learning value in the process far outweighs the product. This builds a student's self esteem and confidence as they look toward solving the next problem knowing that sometimes results may not come out the way they have envisioned. Students will understand that learning will take place, and no matter what the result, a positive emotional gain will occur.

### **4. Instructional Methods:**

St. Andrew meets the diverse needs of the students by varying classroom instruction to include different learning styles and by providing students with multiple support services. Teachers document how content area skills are developed with the use of curriculum maps. This allows for data analysis of the types of multiple intelligences and higher order thinking skills present in the classroom. Lesson plans also record what types of accommodations are utilized for differentiated instruction or assessment. These accommodations include, but are not limited to, cooperative grouping, providing study guides, modifying assignments, reading written directions aloud, providing visuals, extending time, and providing for additional practice. Lessons follow a format that requires teachers to engage the learners by connecting prior knowledge, explaining new content and skills, and allowing students to explore knowledge independently.

The entire St. Andrew community is committed to increasing student performance. In kindergarten through second grade, teacher aides provide small group enrichment for students identified as being at risk in reading. A rigorous 40-week instructional supplemental pull-out program named FreeReading focuses on phonological awareness and dynamic activities beginning in the most basic levels. All primary grade level students determined to be at risk in reading are screened using the Dynamic Indicators of Basic Early Literacy Skills (DIBELS) assessment. Students entering the FreeReading program are tested two additional times during the year to identify progress. The data is compared to the initial scores and results are documented. The gains

from the group result in nearly all of the participating students meeting their benchmarks by the end of the program.

St. Andrew provides a variety of additional services during the school day to its students including access to a speech and language pathologist, one-on-one tutoring for social growth and development, English Language Learner support, reading enrichment services for students who qualify for Title I, and a part time cross-curricular resource program for all students. In addition, the student-lead National Junior Honor Society provides small group peer tutoring for students in second grade and above after school two days a week.

The physical needs of the child are also an important aspect of child development that St. Andrew attempts to meet. The expense of school uniforms is offset by providing used uniforms in good condition to families. Through a partnership with a local community group, children in need receive new shoes. Snacks are also available in the office to students who come to school hungry. By providing for the most basic of Maslow's hierarchy of needs, children at St. Andrew have the opportunity to increase motivation, achievement, and self esteem.

## **5. Professional Development:**

The professional development program at St. Andrew seeks to provide opportunities to improve teaching techniques and student performance. Teachers are provided with ongoing professional development throughout the year. Programs include developing and improving administrative support strategies and classroom teacher instruction.

Administrators are responsible for the data collection, planning, development, and assessment for all professional development programs. Data collection includes reading and documenting lesson plans, reviewing teachers' curriculum maps, analysis of ITBS scores, collaboration with teachers, and classroom observations. Curriculum maps help identify gaps and redundancies in the instruction of content standards. Administrators complete training for the Florida Performance Measurement System (FPMS) from the FL Department of Education to learn how to assess and advise teachers about research proven instructional strategies. Administrators also use the Teachscape® Classroom Walk Through (CWT) tool to digitally document teacher and student strategies observed in the classroom. Data is then presented for collaboration with the faculty before planning and developing professional development training.

The teaching staff has been involved with various programs that assist in the improvement of classroom instruction and student learning. These include Diocesan sponsored programs, attending professional conferences, and on-site training. One program offered by the Diocese of Orlando includes a Master Teacher training that is developed through partnership with the University of Central Florida, College of Education. Teachers involved in this three year program create an action research project at the conclusion of each year. One project studied the effects of peer tutoring on struggling students in science. Documented gains from this pilot program resulted in the expansion of the peer tutoring program to include all subject areas and grade levels. Teachers also participate in Professional Development On-Demand, PD 360°, which is an internet program that provides video sessions designed to assist teachers in supporting student learning. These include planning hands-on activities, inquiry based instruction, literacy strategies for struggling learners, understanding brain-based learning, and creative classroom management skills.

## **6. School Leadership:**

St. Andrew Catholic School's leadership structure begins with the parish pastor who oversees the operation of both the Church and the school. The school principal and assistant principal are responsible for all student and personnel activities. This includes the planning, development, and assessment of all school initiatives

including setting the school calendar, hiring qualified teachers and staff, maintaining records, monitoring school policies and procedures, and providing curriculum enhancement strategies and materials.

The principal and assistant principal review teachers' lesson plans, curriculum maps, and classroom instruction on a regular basis. Through data collection and observation, teaching and learning trends are recognized and documented for discussion among teachers and administrators. This allows the administration the ability to provide teachers with necessary materials and the latest research-based professional development for proven successful instructional practices to improve student learning.

Administrators also act as a gateway between parents and teachers to provide assistance with learning accommodations, conflict resolution, and educational resources. The principal or assistant principal is present for conferences at the request of the parent or teacher. The principal is also the leader of the school in the community. This includes representing St. Andrew at all diocesan principal meetings, public speaking events, and as the primary student and family recruiter.

St. Andrew utilizes the services of volunteers from the school and parish to manage the school's advisory board. The board consists of nine members from the community and the parish's pastor and the school's principal. The primary roles of the advisory board are to assist the principal with policy council, data collection, mission enhancement, and budgetary advisement. The principal uses the board's recommendations to assist in the decision making process.



## PART VI - PRIVATE SCHOOL ADDENDUM

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1. Private school association: Catholic
2. Does the school have nonprofit, tax exempt (501(c)(3)) status? Yes X No
3. What are the 2007-2008 tuition rates, by grade? (Do not include room, board, or fees.)

<u>\$4350</u>	<u>\$4350</u>	<u>\$4350</u>	<u>\$4350</u>	<u>\$4350</u>	<u>\$4350</u>
K	1st	2nd	3rd	4th	5th

<u>\$4350</u>	<u>\$4350</u>	<u>\$4350</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>
6th	7th	8th	9th	10th	11th

<u>\$0</u>	<u>\$4500</u>
12th	Other

4. What is the educational cost per student? \$ 5423 (School budget divided by enrollment)
5. What is the average financial aid per student? \$ 531
6. What percentage of the annual budget is devoted to scholarship assistance and/or tuition reduction?  
2 %
7. What percentage of the student body receives scholarship assistance, including tuition reduction?  
32 %

## PART VII - ASSESSMENT RESULTS

### ASSESSMENTS REFERENCED AGAINST NATIONAL NORMS

Subject: Mathematics Grade: 2 Test: ITBS

Edition/Publication Year: A/2000 Publisher: Riverside

Scores are reported here as: Percentiles

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing month	Mar	Mar	Mar	Mar	Mar
<b>SCHOOL SCORES</b>					
Average Score	56	64	60	54	47
Number of students tested	28	30	30	31	24
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
<b>SUBGROUP SCORES</b>					
<b>1. Black(specify group)</b>					
Average Score					
Number of students tested	9	7	6	9	7
<b>2. Hispanic(specify group)</b>					
Average Score				50	
Number of students tested	7	5	5	10	8
<b>3. Low Income(specify group)</b>					
Average Score	50				
Number of students tested	11	3	5	3	4
<b>4. (specify group)</b>					
Average Score					
Number of students tested					

If the reports use scaled scores, provide the national mean score and standard deviation for the test.

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
<b>NATIONAL MEAN SCORE</b>					
<b>NATIONAL STANDARD DEVIATION</b>					

Notes:

Subject: Reading                      Grade: 2   Test: ITBS  
Edition/Publication Year: A/2000   Publisher: Riverside  
Scores are reported here as: Percentiles

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing month	Mar	Mar	Mar	Mar	Mar
<b>SCHOOL SCORES</b>					
Average Score	75	76	61	59	55
Number of students tested	28	30	30	31	24
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
<b>SUBGROUP SCORES</b>					
<b>1. Black(specify group)</b>					
Average Score					
Number of students tested	9	7	6	9	7
<b>2. Hispanic(specify group)</b>					
Average Score				63	
Number of students tested	7	5	5	10	8
<b>3. Low Income(specify group)</b>					
Average Score	70				
Number of students tested	11	3	5	3	4
<b>4. (specify group)</b>					
Average Score					
Number of students tested					

If the reports use scaled scores, provide the national mean score and standard deviation for the test.

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
<b>NATIONAL MEAN SCORE</b>					
<b>NATIONAL STANDARD DEVIATION</b>					

Notes:

Subject: Mathematics                      Grade: 3   Test: ITBS  
Edition/Publication Year: A/2000   Publisher: Riverside  
Scores are reported here as: Percentiles

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing month	Oct	Oct	Oct	Oct	Oct
<b>SCHOOL SCORES</b>					
Average Score	66	65	59	66	62
Number of students tested	34	28	29	43	48
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
<b>SUBGROUP SCORES</b>					
<b>1. Black(specify group)</b>					
Average Score					
Number of students tested	8	4	4	9	9
<b>2. Hispanic(specify group)</b>					
Average Score			44	53	51
Number of students tested	7	4	10	10	11
<b>3. Low Income(specify group)</b>					
Average Score					
Number of students tested	8	3	3	5	4
<b>4. (specify group)</b>					
Average Score					
Number of students tested					

If the reports use scaled scores, provide the national mean score and standard deviation for the test.

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
<b>NATIONAL MEAN SCORE</b>					
<b>NATIONAL STANDARD DEVIATION</b>					

Notes:

Two 3rd grade black students in 2003 – 2004 were tested in reading but not in math.

Subject: Reading                      Grade: 3   Test: ITBS  
Edition/Publication Year: A/2000   Publisher: Riverside  
Scores are reported here as: Percentiles

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing month	Oct	Oct	Oct	Oct	Oct
<b>SCHOOL SCORES</b>					
Average Score	75	68	66	62	66
Number of students tested	34	28	29	43	50
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
<b>SUBGROUP SCORES</b>					
<b>1. Black(specify group)</b>					
Average Score					36
Number of students tested	8	4	4	9	11
<b>2. Hispanic(specify group)</b>					
Average Score			66	46	77
Number of students tested	7	4	10	10	11
<b>3. Low Income(specify group)</b>					
Average Score					
Number of students tested	8	3	3	5	4
<b>4. (specify group)</b>					
Average Score					
Number of students tested					

If the reports use scaled scores, provide the national mean score and standard deviation for the test.

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
<b>NATIONAL MEAN SCORE</b>					
<b>NATIONAL STANDARD DEVIATION</b>					

Notes:

Subject: Mathematics                      Grade: 4   Test: ITBS  
Edition/Publication Year: A/2000   Publisher: Riverside  
Scores are reported here as: Percentiles

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing month	Oct	Oct	Oct	Oct	Oct
<b>SCHOOL SCORES</b>					
Average Score	77	65	67	73	86
Number of students tested	31	27	40	45	33
Percent of total students tested	100	100	98	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
<b>SUBGROUP SCORES</b>					
<b>1. Black(specify group)</b>					
Average Score				48	
Number of students tested	5	3	9	11	3
<b>2. Hispanic(specify group)</b>					
Average Score				79	
Number of students tested	7	7	8	10	3
<b>3. Low Income(specify group)</b>					
Average Score					
Number of students tested	6	4	6	1	0
<b>4. (specify group)</b>					
Average Score					
Number of students tested					

If the reports use scaled scores, provide the national mean score and standard deviation for the test.

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
<b>NATIONAL MEAN SCORE</b>					
<b>NATIONAL STANDARD DEVIATION</b>					

Notes:

One 4th grade black student in 2005 – 2006 was tested in reading but not in math.

Subject: Reading                      Grade: 4   Test: ITBS  
Edition/Publication Year: A/2000   Publisher: Riverside  
Scores are reported here as: Percentiles

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing month	Oct	Oct	Oct	Oct	Oct
<b>SCHOOL SCORES</b>					
Average Score	70	61	66	72	79
Number of students tested	31	27	41	45	33
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
<b>SUBGROUP SCORES</b>					
<b>1. Black(specify group)</b>					
Average Score			68	46	
Number of students tested	5	3	10	11	3
<b>2. Hispanic(specify group)</b>					
Average Score				74	
Number of students tested	7	7	8	10	3
<b>3. Low Income(specify group)</b>					
Average Score					
Number of students tested	6	4	6	1	0
<b>4. (specify group)</b>					
Average Score					
Number of students tested					

If the reports use scaled scores, provide the national mean score and standard deviation for the test.

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
<b>NATIONAL MEAN SCORE</b>					
<b>NATIONAL STANDARD DEVIATION</b>					

Notes:

Subject: Mathematics                      Grade: 5   Test: ITBS  
Edition/Publication Year: A/2000   Publisher: Riverside  
Scores are reported here as: Percentiles

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing month	Oct	Oct	Oct	Oct	Oct
<b>SCHOOL SCORES</b>					
Average Score	65	63	73	77	71
Number of students tested	29	34	39	33	35
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
<b>SUBGROUP SCORES</b>					
<b>1. Black(specify group)</b>					
Average Score					
Number of students tested	6	7	9	7	8
<b>2. Hispanic(specify group)</b>					
Average Score			68		
Number of students tested	6	7	11	5	2
<b>3. Low Income(specify group)</b>					
Average Score					
Number of students tested	9	2	3	6	7
<b>4. (specify group)</b>					
Average Score					
Number of students tested					

If the reports use scaled scores, provide the national mean score and standard deviation for the test.

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
<b>NATIONAL MEAN SCORE</b>					
<b>NATIONAL STANDARD DEVIATION</b>					

Notes:



Subject: Reading                      Grade: 5   Test: ITBS  
Edition/Publication Year: A/2000   Publisher: Riverside  
Scores are reported here as: Percentiles

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing month	Oct	Oct	Oct	Oct	Oct
<b>SCHOOL SCORES</b>					
Average Score	66	70	75	76	69
Number of students tested	29	34	39	33	35
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
<b>SUBGROUP SCORES</b>					
<b>1. Black(specify group)</b>					
Average Score					
Number of students tested	6	7	9	7	8
<b>2. Hispanic(specify group)</b>					
Average Score			71		
Number of students tested	6	7	11	5	2
<b>3. Low Income(specify group)</b>					
Average Score					
Number of students tested	9	2	3	6	7
<b>4. (specify group)</b>					
Average Score					
Number of students tested					

If the reports use scaled scores, provide the national mean score and standard deviation for the test.

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
<b>NATIONAL MEAN SCORE</b>					
<b>NATIONAL STANDARD DEVIATION</b>					

Notes:

Subject: Mathematics                      Grade: 6 Test: ITBS  
Edition/Publication Year: A/2000 Publisher: Riverside  
Scores are reported here as: Percentiles

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing month	Oct	Oct	Oct	Oct	Oct
<b>SCHOOL SCORES</b>					
Average Score	55	67	74	58	64
Number of students tested	43	46	30	29	34
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
<b>SUBGROUP SCORES</b>					
<b>1. Black(specify group)</b>					
Average Score		60			
Number of students tested	7	10	6	7	5
<b>2. Hispanic(specify group)</b>					
Average Score		62			
Number of students tested	9	14	4	3	6
<b>3. Low Income(specify group)</b>					
Average Score	56				
Number of students tested	11	3	4	2	1
<b>4. (specify group)</b>					
Average Score					
Number of students tested					

If the reports use scaled scores, provide the national mean score and standard deviation for the test.

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
<b>NATIONAL MEAN SCORE</b>					
<b>NATIONAL STANDARD DEVIATION</b>					

Notes:

Twelve, or 28%, of the students in the sixth grade were new to St. Andrew. This included nine low-income students coming from other schools.

Subject: Reading                      Grade: 6 Test: ITBS  
Edition/Publication Year: A/2000 Publisher: Riverside  
Scores are reported here as: Percentiles

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing month	Oct	Oct	Oct	Oct	Oct
<b>SCHOOL SCORES</b>					
Average Score	58	70	67	61	71
Number of students tested	43	46	30	29	34
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
<b>SUBGROUP SCORES</b>					
<b>1. Black(specify group)</b>					
Average Score		63			
Number of students tested	7	10	6	7	5
<b>2. Hispanic(specify group)</b>					
Average Score		68			
Number of students tested	9	14	4	3	6
<b>3. Low Income(specify group)</b>					
Average Score	50				
Number of students tested	11	3	4	2	1
<b>4. (specify group)</b>					
Average Score					
Number of students tested					

If the reports use scaled scores, provide the national mean score and standard deviation for the test.

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
<b>NATIONAL MEAN SCORE</b>					
<b>NATIONAL STANDARD DEVIATION</b>					

Notes:

Twelve, or 28%, of the students in the sixth grade were new to St. Andrew. This included nine low-income students coming from other schools.

Subject: Mathematics                      Grade: 7   Test: ITBS  
Edition/Publication Year: A/2000   Publisher: Riverside  
Scores are reported here as: Percentiles

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing month	Oct	Oct	Oct	Oct	Oct
<b>SCHOOL SCORES</b>					
Average Score	70	77	64	65	61
Number of students tested	48	31	26	29	35
Percent of total students tested	98	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
<b>SUBGROUP SCORES</b>					
<b>1. Black(specify group)</b>					
Average Score	75				
Number of students tested	10	4	5	4	4
<b>2. Hispanic(specify group)</b>					
Average Score	60				42
Number of students tested	13	5	5	8	10
<b>3. Low Income(specify group)</b>					
Average Score					
Number of students tested	6	3	3	2	2
<b>4. (specify group)</b>					
Average Score					
Number of students tested					

If the reports use scaled scores, provide the national mean score and standard deviation for the test.

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
<b>NATIONAL MEAN SCORE</b>					
<b>NATIONAL STANDARD DEVIATION</b>					

Notes:

Subject: Reading                      Grade: 7   Test: ITBS  
Edition/Publication Year: A/2000   Publisher: Riverside  
Scores are reported here as: Percentiles

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing month	Oct	Oct	Oct	Oct	Oct
<b>SCHOOL SCORES</b>					
Average Score	71	71	71	75	71
Number of students tested	48	31	26	29	35
Percent of total students tested	98	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
<b>SUBGROUP SCORES</b>					
<b>1. Black(specify group)</b>					
Average Score	71				
Number of students tested	10	4	5	4	4
<b>2. Hispanic(specify group)</b>					
Average Score	72				53
Number of students tested	13	5	5	8	10
<b>3. Low Income(specify group)</b>					
Average Score					
Number of students tested	6	3	3	2	2
<b>4. (specify group)</b>					
Average Score					
Number of students tested					

If the reports use scaled scores, provide the national mean score and standard deviation for the test.

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
<b>NATIONAL MEAN SCORE</b>					
<b>NATIONAL STANDARD DEVIATION</b>					

Notes:

Subject: Mathematics                      Grade: 8   Test: ITBS  
Edition/Publication Year: A/2000   Publisher: Riverside  
Scores are reported here as: Percentiles

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing month	Oct	Oct	Oct	Oct	Oct
<b>SCHOOL SCORES</b>					
Average Score	78	64	75	65	71
Number of students tested	30	28	27	32	42
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
<b>SUBGROUP SCORES</b>					
<b>1. Black(specify group)</b>					
Average Score					
Number of students tested	4	6	4	3	5
<b>2. Hispanic(specify group)</b>					
Average Score				57	81
Number of students tested	5	5	7	10	11
<b>3. Low Income(specify group)</b>					
Average Score					
Number of students tested	1	2	1	0	0
<b>4. (specify group)</b>					
Average Score					
Number of students tested					

If the reports use scaled scores, provide the national mean score and standard deviation for the test.

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
<b>NATIONAL MEAN SCORE</b>					
<b>NATIONAL STANDARD DEVIATION</b>					

Notes:

Subject: Reading                      Grade: 8   Test: ITBS  
Edition/Publication Year: A/2000   Publisher: Riverside  
Scores are reported here as: Percentiles

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing month	Oct	Oct	Oct	Oct	Oct
<b>SCHOOL SCORES</b>					
Average Score	77	70	75	67	80
Number of students tested	30	28	27	32	42
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
<b>SUBGROUP SCORES</b>					
<b>1. Black(specify group)</b>					
Average Score					
Number of students tested	4	6	4	3	5
<b>2. Hispanic(specify group)</b>					
Average Score				57	87
Number of students tested	5	5	7	10	11
<b>3. Low Income(specify group)</b>					
Average Score					
Number of students tested	1	2	1	0	0
<b>4. (specify group)</b>					
Average Score					
Number of students tested					

If the reports use scaled scores, provide the national mean score and standard deviation for the test.

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
<b>NATIONAL MEAN SCORE</b>					
<b>NATIONAL STANDARD DEVIATION</b>					

Notes:

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